W

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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | I want the students to be able to see what these natural forces do to change the earth’s landforms. I think it is important for the students to understand that change effects something as small as a rock or as giant as a mountain. The students will have one of 3 final products due at the end of the week. The children who pick to be in the earthquake group will produce a news broadcast or talk show to present their information. The volcano group will produce a tourist map of the volcano locations around the world. The group doing weathering and erosion will create a board game testing knowledge on the topic. At the end of the week the students will present their project and those in the audience will put together a booklet or pages of notes to say what they have learned from the presentations. After the Pompeii lesson they will write a response about how they would have felt or reacted if they were at Pompeii and frozen in time like the people we will study. A rubric will be created to grade the student according to their particular outcome. |

H

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | To hook the students to the unit I plan to look at Google Earth with the students, as we explore the world I will give the students a KWL, prompting them on what they know or wonder about landforms, volcanoes, earthquakes, weathering, and erosion and they can of course write down anything else they want to know. |

E

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | I plan to supply a few different webquests for the students to peruse through. This way they are able to get meaningful information in a safe way. They will be able to get accurate information for their project through these webquests. |

R

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | I plan to ask the students to verbalize what they have found through their research in their own words. This will help them internalize the information. |

E

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| **E**valuate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, | I will have the students fill out an exit card every day when we are packing up to get feedback on their progress and learning that day. For the final projects we will have created a rubric within each group for grading. |

T

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| **T**ailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | The students will have choices for which group they want to be in, according to which group they pick their project is unique and something they haven’t done before in class. |

O

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| **O**rganize and sequence the learning for maximal engagement and effectiveness, given the desired results. | I plan to use graphic organizer to help the students keep their notes in order. I will also be providing resource packets to help them keep their research material in an organized fashion. |